

Compliance Standards & Indicators

Document G-16

ELIGIBILITY CRITERIA: Young Child With a Developmental Delay

Legal Requirement	Indicator	Documentation
NOTE: Basis for legal requirements found in <i>Missouri State Plan for Special Education</i> , Section III		
This criteria is for children ages 3 through 5 (not kindergarten age eligible) who are experiencing developmental delays as measured in one of the 3 following ways (Indicators 100100, 100200, and 100300)		
100000 Evaluation procedures include:	The evaluation report documents: <ul style="list-style-type: none">The results of formal instruments/assessment(s) provided in standardized, quantified form or equivalent levels. <p style="text-align: center;">OR</p> <ul style="list-style-type: none">The results of informal assessment(s) provided in equivalent form.	
100100 (100110-100150) Identification based on multiple delays:	A comprehensive evaluation report is present which documents: <ul style="list-style-type: none">Performance at or below 1.5 standard deviation or equivalent levels of the mean in a combination of any two (2) or more of the following areas:<ul style="list-style-type: none">CognitiveAdaptiveSocial/EmotionalCommunication in (one (1) or more) of following:<ul style="list-style-type: none">The child's overall receptive and expressive communication must be at or below 1.5 standard deviations or equivalent levels of the meanThe child's sound production is below the limits of normal developmental guidelines as established by accepted normative data and sufficient data is present to document the existence of a sound system disorder due to multiple errors which compromise the child's intelligibility and/or the listeners perceptions. Refer to Document G-11 (Sound System Disorder) for additional information.Voice- Refer to Document G-13Fluency- Refer to Document G-12	Evaluation Report

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	<ul style="list-style-type: none"> Physical <ul style="list-style-type: none"> The child's overall gross and fine motor scores are at or below 1.5 standard deviations or equivalent level of the mean. 	
OR		
100200 (100210-100250) Identification based on a single delay:	A comprehensive evaluation is present which documents performance at or below 2.0 Standard deviations or equivalent levels of the mean in any one (1) of the following areas: <ul style="list-style-type: none"> Cognitive Adaptive Social/Emotional <ul style="list-style-type: none"> The Evaluation Report reflects the professional opinion of team members that the child's social/emotional/behavioral delay significantly impacts educational development and describes the educational concerns. Communication in one (1) or more of the following: <ul style="list-style-type: none"> The child's overall receptive and expressive communication must be at or below 2.0 standard deviations or equivalent levels of the mean The child's sound production is below the limits of normal developmental guidelines as established by accepted normative data and sufficient data is present to document the existence of a sound system disorder due to multiple errors which compromise the child's intelligibility and/or the listeners perceptions. Refer to Document G-11 (Sound System Disorder) for additional information. Voice- Refer to Document G-13 Fluency- Refer to Document G-12 	Evaluation Report

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	<ul style="list-style-type: none"> Physical: <ul style="list-style-type: none"> The child's overall gross and fine motor scores are at or below 2.0 standard deviations or equivalent level of the mean and the child meets the definition of orthopedically impaired as described in Document G-7. 	
OR		
100300 (100310-100330) Identification based on professional judgment:	<ul style="list-style-type: none"> The multidisciplinary team concludes that even though the standard scores or equivalent levels do not meet stated criterion levels, a significant discrepancy exists in one (1) or more of the developmental area(s). All other applicable steps in the eligibility criteria must be addressed with sufficient documentation (formal and informal assessment) which led the team to its decision. 	Evaluation Report
OR		
	<ul style="list-style-type: none"> Child is functioning above the stated criteria level but is eligible for services based on expected regression due to termination of previous intensive early intervention services. Documentation includes: <ul style="list-style-type: none"> Statement by multidisciplinary team that child would regress without special education and related services. Data demonstrating functioning above criterion level. Information regarding early intervention services such as type, frequency, intensity, duration of services, and where services were delivered. 	